**Lesson Template**

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| **Desired Results** | | |
| **Relevant Minnesota or Nat’l Content Standards:**   1. Beginnings of Human Society   The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.  **3.** Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.  **B.** Classical Civilizations and World Religions 1000 BC - 600 AD  The student will describe classical civilizations in Africa, Asia, and Mesoamerica.  **4.** Students will describe and compare major religious systems and practices. | **Learning Objective: Key Understanding(s) you intend students to obtain:**  Understand who the important gods and goddesses were and what they did.  How the Pharaoh was seen in relation to these gods and the effect it had on society.  Why the Egyptians focused so heavily on the afterlife.  Understand the social hierarchy of the government and how it started to develop.  What the relationship between the pyramids and the afterlife was. | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**   * The social and political structure of Egypt began to develop during the Old Kingdom * The structure of the social hierarchy * Who the important gods/goddesses were * Why the Egyptians built the pyramids * What other countries had trade interactions with Egypt and where these influences can be seen * What the burial practices consisted of | **What do you want students to be able to do?**   * Use knowledge from previous lesson to identify where important places and features lie on the map * Use new knowledge and understanding in their project that our cooperating teacher is requiring * Describe the burial practices of the Ancient Egyptians and how this relates to their project * Be able to tell us which god did what and why they would be important in the structure of Egyptian religion * Tell us: based on job characteristics where did people stand in the social hierarchy | |
| **Group Accountability (Formative)**  **How will you check to see whether your class has met your learning objectives?**  At the end of the video we will ask students how the information they have been given could relate to their projects.  Activity: Place students into groups of 3 and have them place different occupations in ranking order of the Egyptian society. | **Individual Accountability (Summative)**  **How will you check to see if individuals have acquired the knowledge/skills you expected them to learn?**  Both the map and social hierarchy activities will allow us to check individual as well as group understanding.  When we’re asking them what they can use from this lesson on their project we can check their understanding based on their responses. | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**  Old Kingdom  Khufu  Nobles  Afterlife  Mummies  Elite  Pyramids  Engineering | **How will you teach this key vocabulary to enable students to meet the learning objective?**  Definitions for these terms will be given throughout the lesson, in the social hierarchy activity, the video, and instruction. | |
| **What is the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  Based on population growth, how did Egyptian society develop politically and socially, and how did the gods/afterlife play into this structure? | **How will you differentiate for all the learners (ELL, Sp. Ed., poverty, gifted, etc.) in your class?**  **Differentiation Options: questions, stems, sentence frames, strategies, etc.**  Group activities allows students of different abilities to interact and work together to come up with their answers.  Paras are also available to students who may require some extra attention | |
| **Materials/Resources Required:**  Smart board, Notebooks, Map sheets, Packets for social hierarchy activity, video. | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Academic Focus: Have students identify: Pe, Memphis, Nile River Delta, Direction of flow of the Nile, Upper Egypt, and Lower Egypt on a map | | 5-7 mins |
| Instruction on Early Egyptian society | | 3 mins |
| Social hierarchy Activity: Place students in groups of three, give them slips of paper containing different occupations from ancient Egypt and have them rank them from highest to lowest | | 10 mins |
| Instruction on Social hierarchy, trading and introduction to religion | | 5-7 mins |
| Video on Egyptian gods  Then discussion on what parts of this video would be useful for their projects | | 10 mins |
| Instruction on the burial practices and beliefs about the afterlife, and pyramids | | 11 mins |